

## ASD Academic Plan

### Health: 4<sup>th</sup> Grade

<b>Grade Level: 4<sup>th</sup> Grade</b>	<b>Course Description:</b> This course offers a sequentially developed health curriculum focusing on age appropriate knowledge and skills necessary to maintain and improve over-all health and well-being. <b>Overall Goals:</b> <ul style="list-style-type: none"> <li>To facilitate understanding of fundamental health concepts and disease prevention</li> <li>To build respect for and promote the health and well-being of one's self and others through appreciation of positive personal and community health values and good communication skills</li> <li>To promote acceptance of personal responsibility for health enhancing behaviors and reduction of health risks through the use of critical thinking skills</li> <li>To provide for the informed use of health related information, products, and services</li> <li>To build resiliency into the process of growth and development</li> </ul>
<b>Length: Year</b>	
<b>Prerequisites: None</b>	
<b>Repeatable for additional credits: N/A</b>	

### Year At a Glance

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<p style="text-align: center;"><b>Getting Started</b></p> <p>Class Rules and Responsibilities Health and SEL Getting to Know You Working Together</p> <p style="text-align: center;"><b>Community Safety</b></p> <p>Who Keeps Us Safe and How They Do It How the Community Handles Conflict When Violence Breaks Out My Part In Keeping the Community Safe</p> <p style="text-align: center;"><b>Personal Safety</b></p> <p>It's My Body Different Types of Touches The Just Say No Steps</p>	<p style="text-align: center;"><b>Let's Talk Teeth</b></p> <p>How Teeth Are Built Those Useful Teeth Caring For Your Teeth Teeth Problems and Solutions</p> <p style="text-align: center;"><b>The Digestive System</b></p> <p>The Digestive Process, What Helps and What Hurts The Balancing Act- Calories and Nutrients It's Your Choice... Or Is It? Becoming A Careful Consumer</p> <p style="text-align: center;"><b>No Smoking</b></p> <p>How Smoking Harms the Body Why Do People Smoke Advertising and Other Influences On Your Behavior Smoking and Your Community</p>	<p style="text-align: center;"><b>Be Cool, Keep Clean</b></p> <p>Hormones and Body Changes What Is Good Hygiene? Illness Prevention and Good Hygiene Looking Good, Feeling Great</p> <p style="text-align: center;"><b>All About HIV</b></p> <p>All About HIV Transmission Of HIV Know Yourself and Your Friends AIDS and the Community</p>	<p style="text-align: center;"><b>Stay Drug Free! Build Your Assets</b></p> <p>Drug Free and Asset Strong Drugs: What They Are and What They Do Making Smart Decisions How and Where To Find Help</p> <p style="text-align: center;"><b>Exercise</b></p> <p>Types Of Exercise Exercise For the Whole Body The Benefits Of Exercise Routines For Safe Exercise</p>



# ASD Teacher Academic Plan: ELEMENTARY HEALTH – 4<sup>th</sup> Grade

## Quarter 1

**Enduring Understanding** – Individuals have the right and responsibility to be safe. Understand what a community is and that rules, standards and laws help give us peaceful methods of resolving conflict, let us avoid unsafe situations and promote violence prevention.

### Essential Questions

- Who can help keep us safe in a community and how do we reach them?
- What are positive and peaceful ways to resolve conflicts within a community?
- What are causes of violence and how do we avoid risky situations?

Essential Concepts <i>The most important learning that maps to the Standards.</i>	Essential Vocabulary <i>Words that directly link to the learning outcome.</i>	Standards <i>Standard Reference #</i>	Assessments <i>Possible assessments that demonstrate students' ability to show progress or mastery of one or more standards.</i>	Instructional Resources <i>Materials for teachers.</i>	Instructional Considerations <i>Pacing information and ideas for teacher implementation.</i>
<b>Getting Started</b> <b>Class Rules and Responsibilities</b> Expectations, rules, grading <b>Health and SEL</b> What's it all about? Critical Thinking Skills <b>Getting to Know You</b> Your name and thoughts <b>Working Together</b> Small and large group activities	Respect Responsibility Expectation Cooperation	<b>HL: B.1, B.2, C.1, D.6</b>  <b>NHES: 5.5.4; 5.5.6</b>  <b>SEL: 1D, 3B, 4A, 4B, 4C</b>  <b>CCSS: SL.4.1.b; SL.4.3; SL.4.6</b>	Observation  Anecdotal Record  Rubric of Effort and Participation  Pre/Post Test	The Great Body Shop Teacher's Edition  Critical Thinking Charts  SEL materials	Getting Started Unit – 1-2 weeks



## ASD Teacher Academic Plan: ELEMENTARY HEALTH – 4<sup>th</sup> Grade

<b>Essential Concepts</b> <i>The most important learning that maps to the Standards.</i>	<b>Essential Vocabulary</b> <i>Words that directly link to the learning outcome.</i>	<b>Standards</b> <i>Standard Reference #</i>	<b>Assessments</b> <i>Possible assessments that demonstrate students' ability to show progress or mastery of one or more standards.</i>	<b>Instructional Resources</b> <i>Materials for teachers.</i>	<b>Instructional Considerations</b> <i>Pacing information and ideas for teacher implementation.</i>
<u><b>Community Safety</b></u>  <b>Who Keeps Us Safe and How They Do It</b> Define/discuss community <b>How the Community Handles Conflict</b> Conflict resolution skills	Community Paramedics Conflict Compromise Negotiation	<b>HL: A.3, C.1, C.4, D.1, D.3, D.4, D.6</b>  <b>NHES: 1.5.2; 1.5.3; 1.5.4; 2.5.4; 3.5.1; 4.5.3; 5.5.1; 5.5.3; 5.5.5; 6.5.2; 7.5.3; 8.5.1; 8.5.2</b>  <b>SEL: 4A, 4C</b>  <b>CCSS: FS.4.4.a; W.4.2.d; W.4.8; SL.4.1.b</b>	Observation  Anecdotal Record  Rubric of Effort and Participation	The Great Body Shop Teacher's Edition  Student Issue	Safety Unit – Week 1
<b>When Violence Breaks Out</b> Causes of violence <b>My Part In Keeping the Community Safe</b> Community violence prevention	Violence Negotiation Mediation Arbitration	<b>HL: A.4, A.5, C.4, D.2, D.4, D.5</b>  <b>NHES: 1.5.2; 1.5.3; 1.5.4; 2.5.1; 2.5.4; 4.5.2; 4.5.3; 5.5.1; 5.5.3; 5.5.4; 5.5.5; 5.5.6; 6.5.1; 6.5.2; 7.5.3; 8.5.1; 8.5.2</b>  <b>SEL: 2D, 3B, 4C</b>  <b>CCSS: FS.4.4.a; W.4.2.d; W.4.8; SL.4.1.b; SL.4.1.c</b>	Observation  Anecdotal Record  Rubric of Effort and Participation  End of Unit Quiz	The Great Body Shop Teacher's Edition  Student Issue	Safety Unit – Week 2
<u><b>Personal Safety</b></u> <b>It's My Body</b> <b>Different Types of Touches</b> <b>The Just Say No Steps</b> <b>Where can you find help?</b>  <b>Unit 5, Lesson 4 -</b> Portfolio 4 “Advising a Friend” p. 51 and Reinforcement Activity 17 “Watch a Movie or Read a Book” p. 52 OR Activity 19 “Abuse Acrostics” p.53	Responsibility Common Sense Private Privacy Sexual Abuse Secret Sexual Harassment Physical Abuse Verbal Abuse	<b>HL: A.1, A.4, B.4, C.4, C.5, D.3</b>  <b>NHES: 1.5.1; 2.5.2; 2.5.4; 4.5.1; 4.5.2; 5.5.5; 5.5.6; 7.5.3; 8.5.1</b>  <b>SEL: 4A, 4C</b>  <b>CCSS: SL.4.1.b; SL.4.1.c; L.4.6</b>	Observation  Anecdotal Record  Rubric of Effort and Participation	The Great Body Shop Teacher's Edition  Student Issue  <u>Yes, You Can Say No</u> -video  <u>When Should You Tell? Dealing with Abuse</u> - video  STAR – guest speaker (optional)	Personal Safety – <i>May be incorporated into the existing Safety Unit. <b>Mandatory by Oc.t 15.</b></i>



## ASD Teacher Academic Plan: ELEMENTARY HEALTH – 4<sup>th</sup> Grade

### Quarter 2

**Enduring Understanding** – Our body is comprised of a series of organs that work in systems to function. Proper nutrition and the avoidance of drugs aids in the proper functioning of these body systems.

#### Essential Questions

- What are the uses of different types of teeth and how do we care for them properly?
- What are the parts of the digestive system and their functions?
- How does smoking have a negative effect on the body and why is it addictive?

<b>Essential Concepts</b> <i>The most important learning that maps to the Standards.</i>	<b>Essential Vocabulary</b> <i>Words that directly link to the learning outcome.</i>	<b>Standards</b> <i>Standard Reference #</i>	<b>Assessments</b> <i>Possible assessments that demonstrate students' ability to show progress or mastery of one or more standards.</i>	<b>Instructional Resources</b> <i>Materials for teachers.</i>	<b>Instructional Considerations</b> <i>Pacing information and ideas for teacher implementation.</i>
<p><b><u>Let's Talk Teeth</u></b></p> <p><b>How Teeth Are Built</b> Structure and importance of teeth</p> <p><b>Those Useful Teeth</b> Teeth Functions and oral safety</p>	<p>Incisor Cuspid Molar Crown Root Enamel Dentin Pulp</p>	<p><b>HL: A.2, A.3</b></p> <p><b>NHES: 2.5.1; 8.5.1</b></p> <p><b>SEL: 3D</b></p> <p><b>CCSS: FS.4.4.a; SL.4.1.b; SL.4.1.c; W.4.2.d; W.4.8</b></p>	<p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p>	<p>The Great Body Shop Teacher's Edition</p> <p>Student Issue</p> <p>Tooth Model Set</p>	<p>Body Systems Unit – Week 1</p> <p><i>(This unit's beginning and ending may span two quarters due to the Health Teacher's rotation between school sites)</i></p>
<p><b>Caring For Your Teeth</b> Routine oral health care</p> <p><b>Teeth Problems and Solutions</b> Dental problems and prevention</p>	<p>Cavity Plaque Acid Fluoride Dental Sealants Calculus Tartar Gingivitis Periodontal Malocclusions Dental Hygienist Pediatric Dentist Periodontist Endodontist Oral Surgeon Orthodontist Prosthodontist Oral Pathologist</p>	<p><b>HL: A.2, A.3, A.5, A.6, B.2, B.6, D.A</b></p> <p><b>NHES: 1.5.2; 1.5.4; 1.5.5; 2.5.1; 3.5.1; 3.5.2; 4.5.4; 5.5.1; 5.5.2; 5.5.3; 5.5.5; 6.5.1; 6.5.2; 7.5.1; 7.5.2; 7.5.3; 8.5.1</b></p> <p><b>SEL: 1C</b></p> <p><b>CCSS: FS.4.3.a; FS.4.4.a; W.4.2.d; W.4.8; SL.4.1.b; SL.4.1.c;</b></p>	<p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p> <p>End of Unit Quiz</p>	<p>The Great Body Shop Teacher's Edition</p> <p>Student Issue</p> <p>Tooth Model Set</p>	<p>Body Systems Unit – Week 2</p>



## ASD Teacher Academic Plan: ELEMENTARY HEALTH – 4<sup>th</sup> Grade

	Public Health Dentist Habits				
<b>Essential Concepts</b> <i>The most important learning that maps to the Standards.</i>	<b>Essential Vocabulary</b> <i>Words that directly link to the learning outcome.</i>	<b>Standards</b> <i>Standard Reference #</i>	<b>Assessments</b> <i>Possible assessments that demonstrate students' ability to show progress or mastery of one or more standards.</i>	<b>Instructional Resources</b> <i>Materials for teachers.</i>	<b>Instructional Considerations</b> <i>Pacing information and ideas for teacher implementation.</i>
<u><b>The Digestive System</b></u>  <b>The Digestive Process, What Helps and What Hurts</b> Digestive function and health factors <b>The Balancing Act- Calories and Nutrients</b> Healthy eating and exercise	Digestive System Digest Saliva Mouth Teeth Saliva Tongue Esophagus Stomach Digestive Juices Small Intestine Liver Pancreas Nutrients Large Intestine Cirrhosis Calorie Bloating Dietitian Misuse Bulimia	<b>HL: A.2, A.3</b>  <b>NHES: 1.2.5; 1.5.4; 2.5.6; 5.5.1; 5.5.3; 5.5.5; 6.5.1; 6.5.2; 7.5.1; 7.5.2; 8.5.1</b>  <b>SEL: 1D</b>  <b>CCSS: FS.4.4.a; W.4.2.d; W.4.8; SL.4.1.b; SL.4.1.c;</b>	Observation  Anecdotal Record  Rubric of Effort and Participation	The Great Body Shop Teacher's Edition  Student Issue	Nutrition Unit – Week 1
<b>It's Your Choice... Or Is It?</b> Identify eating influences <b>Becoming A Careful Consumer</b> Being a smart consumer	Influencers Nutrition Facts	<b>HL: A.6, B.5, B.6, C.4</b>  <b>NHES: 1.5.3; 2.5.1; 2.5.3; 2.5.5; 3.5.1; 3.5.2; 5.5.1; 5.5.3; 5.5.4; 5.5.5; 7.5.1; 7.5.3; 8.5.1</b>  <b>SEL: 1D</b>  <b>CCSS: SL.4.1.b; SL.4.1.c; FS.4.4.a; W.4.2.d; W.4.8</b>	Observation  Anecdotal Record  Rubric of Effort and Participation  End of Unit Quiz	The Great Body Shop Teacher's Edition  Student Issue	Nutrition Unit – Week 2



## ASD Teacher Academic Plan: ELEMENTARY HEALTH – 4<sup>th</sup> Grade

<b>Essential Concepts</b> <i>The most important learning that maps to the Standards.</i>	<b>Essential Vocabulary</b> <i>Words that directly link to the learning outcome.</i>	<b>Standards</b> <i>Standard Reference #</i>	<b>Assessments</b> <i>Possible assessments that demonstrate students' ability to show progress or mastery of one or more standards.</i>	<b>Instructional Resources</b> <i>Materials for teachers.</i>	<b>Instructional Considerations</b> <i>Pacing information and ideas for teacher implementation.</i>
<p style="text-align: center;"><b><u>No Smoking</u></b></p> <p><b>How Smoking Harms the Body</b> Identify chemicals in cigarettes</p> <p><b>Why Do People Smoke?</b> Understand that smoking is addictive</p>	Inhale Exhale Carbon Monoxide Cilia Alveoli Stroke Heart Attack Emphysema Blood Clot Tumor Lung Cancer Stimulant Nicotine Habit Addictive	<p><b>HL: A.1, A.2, A.3</b></p> <p><b>NHES: 1.5.1; 1.5.2; 2.5.3; 2.5.4; 2.5.5; 3.5.1; 4.5.2; 5.5.1; 5.5.3; 5.5.5; 7.5.1; 7.5.2; 7.5.3; 8.5.1; 8.5.2</b></p> <p><b>SEL: 3A, 3C</b></p> <p><b>CCSS: SL.4.1.b; SL.4.1.c</b></p>	Observation  Anecdotal Record  Rubric of Effort and Participation	The Great Body Shop Teacher's Edition  Student Issue  Lung Kit	Healthy Habits/Heart and Lungs Unit – Week 1 <i>(This unit's beginning and ending may span two quarters due to the Health Teacher's rotation between school sites)</i>
<p><b>Advertising and Other Influences On Your Behavior</b> Why do people smoke</p> <p><b>Smoking and Your Community</b> Value a smoke-free environment</p>	Secondhand Smoke Passive Smoking	<p><b>HL: A.2</b></p> <p><b>NHES: 1.5.1; 1.5.2; 2.5.3; 2.5.4; 2.5.5; 3.5.1; 4.5.2; 5.5.1; 5.5.3; 5.5.5; 7.5.1; 7.5.2; 7.5.3; 8.5.1; 8.5.2</b></p> <p><b>SEL: 2C</b></p> <p><b>CCSS: FS.4.4.a; W.4.2.d; W.4.8; SL.4.1.b; SL.4.1.c</b></p>	Observation  Anecdotal Record  Rubric of Effort and Participation  End of Unit Quiz	The Great Body Shop Teacher's Edition  Student Issue  Lung Kit	Healthy Habits/Heart and Lungs Unit – Week 2 <i>(This unit's beginning and ending may span two quarters due to the Health Teacher's rotation between school sites)</i>



# ASD Teacher Academic Plan: ELEMENTARY HEALTH – 4<sup>th</sup> Grade

<p align="center"><b>Quarter 3</b></p> <p><b>Enduring Understanding</b> – Human development is a lifelong process of physical, behavioral, cognitive, and emotional growth and change. Throughout the process, each person develops attitudes and values that guide choices, relationships, and understanding and must begin to take responsibility for his or her own health.</p> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is puberty and what are the new responsibilities during this stage of life?</li> <li>• What are the parts of the immune system and their functions?</li> <li>• What are the diseases that attack your immune system?</li> </ul>					
<b>Essential Concepts</b> <i>The most important learning that maps to the Standards.</i>	<b>Essential Vocabulary</b> <i>Words that directly link to the learning outcome.</i>	<b>Standards</b> <i>Standard Reference #</i>	<b>Assessments</b> <i>Possible assessments that demonstrate students' ability to show progress or mastery of one or more standards.</i>	<b>Instructional Resources</b> <i>Materials for teachers.</i>	<b>Instructional Considerations</b> <i>Pacing information and ideas for teacher implementation.</i>
<p><b><u>Be Cool, Keep Clean</u></b></p> <p><b>Hormones and Body Changes</b>            Bodily changes during puberty</p> <p><b>What Is Good Hygiene?</b>            Responsibility for self grooming</p>	Assault Hygiene Hormones Puberty Body Odor Ingrown Nail Lice	<p><b>HL: A.1, A.2, A.7, A.8, B.2, C.2</b></p> <p><b>NHES: 1.5.2; 1.5.4; 5.5.1; 5.5.4; 6.5.1; 7.5.1; 7.5.2; 8.5.1</b></p> <p><b>SEL: 1A, 2A, 2D</b></p> <p><b>CCSS: FS.4.4.a; W.4.2.D; W.4.8; SL.4.1.b; SL.4.1.c</b></p>	Observation Anecdotal Record Rubric of Effort and Participation	The Great Body Shop Teacher's Edition Student Issue	Human Growth and Development Unit – Week 1
<p><b>Illness Prevention and Good Hygiene</b>            Microorganisms and illness prevention</p> <p><b>Looking Good, Feeling Great</b>            Positive body image</p>	Infections Microorganism Viruses Bacteria Fungi Body Fluids	<p><b>HL: A.3, A.6</b></p> <p><b>NHES: 1.5.1; 1.5.2; 1.5.4; 3.5.1; 3.5.2; 5.5.1; 5.5.3; 5.5.4; 5.5.5; 7.5.1; 7.5.2; 7.5.3; 8.5.1</b></p> <p><b>SEL: 1B</b></p> <p><b>CCSS: FS.4.4.a; W.4.2.D; W.4.8; SL.4.1.b; SL.4.1.c</b></p>	Observation Anecdotal Record Rubric of Effort and Participation End of Unit Quiz	The Great Body Shop Teacher's Edition Student Issue	Human Growth and Development Unit – Week 2



## ASD Teacher Academic Plan: ELEMENTARY HEALTH – 4<sup>th</sup> Grade

<b>Essential Concepts</b> <i>The most important learning that maps to the Standards.</i>	<b>Essential Vocabulary</b> <i>Words that directly link to the learning outcome.</i>	<b>Standards</b> <i>Standard Reference #</i>	<b>Assessments</b> <i>Possible assessments that demonstrate students' ability to show progress or mastery of one or more standards.</i>	<b>Instructional Resources</b> <i>Materials for teachers.</i>	<b>Instructional Considerations</b> <i>Pacing information and ideas for teacher implementation.</i>
<b>All About HIV</b> <b>All About HIV</b> Define immune system and HIV <b>Transmission Of HIV</b> List two ways HIV spreads	AIDS HIV Immune System White Blood Cells Antibodies Transmitted Body Fluids Hypodermic Needle Blood Transfusion	<b>HL: A.2, A.3, C.4</b>  <b>NHES: 5.5.1; 5.5.3; 5.5.5; 7.5.1; 7.5.2; 7.5.3; 8.5.1</b>  <b>SEL: 1D</b>  <b>CCSS: FS.4.4.a; W.4.2.d; W.4.8; SL.4.1.b; SL.4.1.c</b>	Observation  Anecdotal Record  Rubric of Effort and Participation	The Great Body Shop Teacher's Edition  Student Issue	Diseases Unit – Week 1 <i>(This unit's beginning and ending may span two quarters due to the Health Teacher's rotation between school sites)</i>
<b>Know Yourself and Your Friends</b> Positive qualities in a friend <b>AIDS and the Community</b> Kindness towards those with HIV	Pneumonia	<b>HL: A.3, B.1, B.6, C.3, C.5, D.6</b>  <b>NHES: 1.5.2; 2.5.3; 2.5.4; 4.5.2; 5.5.3; 5.5.4; 7.5.1; 7.5.2; 7.5.3</b>  <b>SEL: 1B, 1D, 3B, 3C, 4B</b>  <b>CCSS: FS.4.4.a; W.4.2.d; W.4.8; SL.4.1.b; SL.4.1.c</b>	Observation  Anecdotal Record  Rubric of Effort and Participation  End of Unit Quiz	The Great Body Shop Teacher's Edition  Student Issue	Diseases Unit – Week 2 <i>(This unit's beginning and ending may span two quarters due to the Health Teacher's rotation between school sites)</i>



# ASD Teacher Academic Plan: ELEMENTARY HEALTH – 4<sup>th</sup> Grade

## Quarter 4

**Enduring Understanding** – Healthy habits and positive assets help prevent illness and unhealthy risk taking behaviors.

### Essential Questions

- What are positive assets in life that can help prevent drug abuse?
- What are different types of drugs and how do they affect the body?
- What is physical fitness and why is it important for your whole body?

<b>Essential Concepts</b> <i>The most important learning that maps to the Standards.</i>	<b>Essential Vocabulary</b> <i>Words that directly link to the learning outcome.</i>	<b>Standards</b> <i>Standard Reference #</i>	<b>Assessments</b> <i>Possible assessments that demonstrate students' ability to show progress or mastery of one or more standards.</i>	<b>Instructional Resources</b> <i>Materials for teachers.</i>	<b>Instructional Considerations</b> <i>Pacing information and ideas for teacher implementation.</i>
<p><b><u>Stay Drug Free! Build Your Assets</u></b></p> <p><b>Drug Free and Asset Strong</b> Identify assets and values</p> <p><b>Drugs: What They Are and What They Do</b> Identify and classify drugs</p>	<p>Pressure Peers Drug Addicted Stimulants Depressants Emphysema Alcoholic Hallucinogens</p>	<p><b>HL: A.2, A.5, A.6, B.1, B.4, D.4</b></p> <p><b>NHES: 1.5.2; 1.5.4; 4.5.1; 4.5.2; 5.5.1; 5.5.3; 5.5.4; 5.5.5; 5.5.6; 7.5.1; 7.5.2; 7.5.3; 8.5.1</b></p> <p><b>SEL: 1D, 2C, 2D</b></p> <p><b>CCSS: FS.4.4.a; W.4.2.D; W.4.8; SL.4.1.b; SL.4.1.c;</b></p>	<p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p>	<p>The Great Body Shop Teacher's Edition</p> <p>Student Issue</p>	<p>Just Say No to Drugs Unit – Week 1</p>
<p><b>Making Smart Decisions</b> Personal goals and values</p> <p><b>How and Where To Find Help</b> Community resources for help</p>	<p>Goal Short Term Goal Long Term Goal Good Decision</p>	<p><b>HL: A.2</b></p> <p><b>NHES: 1.5.2; 1.5.3; 1.5.5; 2.5.1; 2.5.4; 3.5.1; 3.5.2; 4.5.1; 4.5.4; 5.5.1; 5.5.2; 5.5.4; 5.5.5; 5.5.6; 6.5.1; 6.5.2; 7.5.1; 7.5.2; 7.5.3; 8.5.1</b></p> <p><b>SEL: 1C, 2C, 2D, 4A</b></p> <p><b>CCSS: FS.4.4.a; W.4.2.D; W.4.8; SL.4.1.b; SL.4.1.c</b></p>	<p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p> <p>End of Unit Quiz</p>	<p>The Great Body Shop Teacher's Edition</p> <p>Student Issue</p>	<p>Just Say No to Drugs Unit – Week 2</p>



## ASD Teacher Academic Plan: ELEMENTARY HEALTH – 4<sup>th</sup> Grade

<b>Essential Concepts</b> <i>The most important learning that maps to the Standards.</i>	<b>Essential Vocabulary</b> <i>Words that directly link to the learning outcome.</i>	<b>Standards</b> <i>Standard Reference #</i>	<b>Assessments</b> <i>Possible assessments that demonstrate students' ability to show progress or mastery of one or more standards.</i>	<b>Instructional Resources</b> <i>Materials for teachers.</i>	<b>Instructional Considerations</b> <i>Pacing information and ideas for teacher implementation.</i>
<p style="text-align: center;"><b><u>Exercise</u></b></p> <p><b>Types Of Exercise</b> Define and value physical fitness</p> <p><b>Exercise For the Whole Body</b> Understand benefits of exercise</p>	<p>Strength Endurance Flexibility Stress Heart Attack Osteoporosis Hormones</p>	<p><b>HL: A.2, A.6</b></p> <p><b>NHES: 2.5.1; 5.5.1; 5.5.5; 6.5.1; 7.5.1; 7.5.2; 8.5.1</b></p> <p><b>SEL: 2D</b></p> <p><b>CCSS: 4.4.a; W.4.2.d; W.4.8; SL.4.1.b; SL.4.1.c</b></p>	<p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p>	<p>The Great Body Shop Teacher's Edition</p> <p>Student Issue</p>	<p>Physical Fitness Unit – Week 1</p>
<p><b>The Benefits Of Exercise</b> Non-fitness health benefits</p> <p><b>Routines For Safe Exercise</b> Warm up and cool down</p>		<p><b>HL: A.2</b></p> <p><b>NHES: 1.5.2; 1.5.4; 5.5.1; 5.5.4; 5.5.5; 5.5.6; 6.5.1; 7.5.1; 7.5.2; 7.5.3; 8.5.1</b></p> <p><b>SEL: 1B, 2A</b></p> <p><b>CCSS: 4.4.a; W.4.2.d; W.4.8; SL.4.1.b; SL.4.1.c</b></p>	<p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p> <p>End of Unit Quiz</p> <p>Pre/Post Quiz</p>	<p>The Great Body Shop Teacher's Edition</p> <p>Student Issue</p>	<p>Physical Fitness Unit – Week 2</p>



# ASD Teacher Academic Plan: ELEMENTARY HEALTH – 4<sup>th</sup> Grade

## Key Vocabulary

### Quarter 1

Word	Definition
Arbitration	The process of hearing an issue or dispute by an arbiter and coming to a decision
Common Sense	Good sense and sound judgment based on experience and forward thinking in practical matters
Community	A group of people who are linked by common needs, interests or goals; the area in which people live
Compromise	To make an agreement that gives each party some of the things they want
Conflict	A disagreement
Cooperation	Willingness to work together
Expectation	A belief that someone will or should achieve something or behave a certain way
Mediation	To act as an intermediary in a dispute to bring about an agreement or solution
Negotiation	Mutual discussions intended to produce an agreement or solution
Ouch Touch	A touch that hurts; such as a pinch, a punch or a push
Paramedic	One who is trained to work as a provider of emergency medical care before a person can get to a hospital or doctor
Physical Abuse	To treat in a manner that causes physical injury
Private	Affecting or involving only a particular person; not to be shared with or revealed to others
Privacy	Condition of being private
Respect	To show consideration or appreciation
Responsibility	The state of having a duty to perform
Safe Touch	A touch that feel comfortable; such as a handshake, high five or a hug from Mom or Dad
Secret	Something known only to a few people
Sexual Abuse	Any sort of non-consensual sexual contact
Sexual Harassment	Any type of unwanted conduct of a sexual nature
Uh-Oh/Unsafe touch	A touch that feels uncomfortable; such as a tickle or hug that lasts too long or an unwanted touch of the private parts
Unintentional injury	Harm or damage not done on purpose; accident
Verbal Abuse	To use language in a manner that causes emotional pain or injury
Violence	The intentional or uncontrollable causing of pain, injury or harm

### Quarter 2

Word	Definition
Acid	A substance created when bacteria mixes with food and can dissolve tooth enamel
Addictive	A substance or drug that can cause a physical dependency
Alveoli	Tiny air sacs within the lungs through which oxygen and carbon dioxide are exchanged
Arteries	Bloods vessel that carry oxygen rich blood away from the heart
Bloated	Puffed out stomach due to gas
Blood Clot	Blood cells that stick together and create a mass
Bulimia	An eating disorder in which large quantities of food are consumed followed by feelings of guilt and self-induced vomiting
Calculus	When plaque forms and hardens, also known as tartar
Calorie	A unit of energy; used to measure the amount of energy a food will produce if eaten
Carbon Monoxide	A poisonous gas found in the smoke emitted from a burning cigarette or the exhaust of a car
Cavity	A hole in the protective enamel coating of a tooth due to decay
Cilia	Tiny hairs in the nasal passages, bronchi, and trachea which help remove dust and dirt particles
Cirrhosis	An irreversible, painful and fatal liver disease which blocks the circulation of blood; often caused by alcoholism
Crown	The enamel covering over the visible part of a tooth



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Cuspid	One of the pointy teeth beside the incisors; used for tearing and ripping; also know as a canine tooth
Dental Hygienist	A person that cleans teeth, takes X-rays, and teaches people how to care for teeth
Dental Sealant	Thin plastic coating that covers, seals and protects the chewing surface of a tooth
Dentin	The layer underneath the enamel of the tooth
Dietitian	A professional who helps people find the nutrient, calorie and energy balance for their needs
Digest	To breaks down food into substances that can be absorbed by the body
Digestion	The process by which the body breaks down food into absorbable energy
Digestive Juices	Liquids produced by the body that soften and break down food and aid in the process of digestion; such as secretions by the salivary glands, stomach, liver and pancreas
Digestive System	The parts of the body that work together to break down food into substances that can be absorbed and used by the body
Emphysema	A disease in which air sacs of the lungs are damaged, causing breathlessness; often caused by smoking cigarettes
Enamel	The hard, shiny, calcium covering of a tooth crown
Endodontist	A person who specializes in the health and treatment of the pulp (or root) of a tooth; a person who performs root canals
Esophagus	The muscular tube for the passage of food from the mouth to the stomach; the gullet
Exhale	To breath out
Fluoride	A mineral that is used to strengthens tooth enamel
Gingivitis	Reddening, sensitivity and swelling of the gums
Habits	A fixed, repeated, often involuntary behavior; compulsion; addiction
Heart Attack	A sudden stoppage of the blood flow to the heart that can cause damage to the heart muscle or heart failure
Inhale	To breathe in
Incisor	One of the flat teeth in the front of the mouth between the cuspids; used for cutting and biting
Influencers	Something (family, friends, advertisements, etc.) that has an affect on how a person acts, feels or the choices they make
Large Intestine	The wide section of the intestines where waste is collected and water is absorbed; includes the colon and rectum; connects to the small intestine
Liver	A large organ that sends digestive juices (bile) to the small intestine and filters or cleanses the blood
Lung Cancer	A disease in which a tumor grows on the lungs; often caused by smoking cigarettes
Malocclusions	The inability of the teeth to meet properly when the mouth is closed
Misuse	To use incorrectly
Molar	One of the bumpy teeth in the back of the mouth used for mashing and grinding
Mouth	The part of the body that allows one to eat, breathe and speak; includes the lips, teeth, and tongue; is the entrance to the digestive system
Nicotine	The addictive drug found in tobacco
Nutrient	A substance that provides nourishment essential for growth and the maintenance of life; protein, carbohydrates, minerals, vitamins, fats and water
Nutrition Facts	The amount of various nutrients per serving of a food or drink
Oral Pathologist	A person who studies diseases of the mouth and teeth
Oral Surgeon	A person who performs surgery on the mouth and teeth
Orthodontist	A dentist who specializes in the straightening and proper alignment of teeth
Pancreas	An organ that sends digestive juices to the small intestine and insulin into the blood
Passive Smoking	Breathing in the smoke from another person's cigarette; also known as second hand smoking
Pediatric Dentist	A dentist who specializes in caring for children's teeth
Periodontal	Having to do with or relating to the gums
Periodontist	A dentist who specializes in the health and treatment of the gums
Plaque	An invisible film of bacteria that coats the teeth
Prosthodontist	A dentist who specializes in the replacements for missing teeth and the repair of structural problems in the mouth
Public Health Dentist	A dentist who works in the community to design programs that prevent dental disease and provides dental services at community dental clinics and in schools



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Pulp	The soft center of a tooth that is filled with blood vessels and nerves
Root	The part of the tooth hidden underneath the gum
Saliva	Liquid produced by glands in the mouth; aids in tasting, chewing and digestion of food
Secondhand Smoke	The smoke from another person's cigarette
Small Intestine	The narrow section of the intestine in which nutrients are passed to the blood; connects the stomach to the large intestine
Stimulant	A drug that speeds up body functions and mental activity
Stomach	A saclike organ of the digestive system connecting the esophagus to the small intestine
Stroke	Blockage of blood flow to or bleeding in the brain, often causing paralysis and sometimes death
Tartar	Hardened yellow-brownish plaque on the surface of a tooth, also known as calculus
Teeth	Hard, white, enamel-coated structures rooted in rows in the jaw, used for biting and chewing
Tongue	The fleshy muscular organ in the bottom of the mouth; used for licking, tasting, swallowing and speaking
Tumor	An abnormal lump of diseased tissue and cells

### Quarter 3

Word	Definition
AIDS	An acronym for “acquired immune deficiency syndrome,” a disease of the body's immune system, transferred through body fluids, which attacks white blood cells
Antibodies	Proteins in the blood that neutralize or destroy particular toxic substances or germs and provide immunity against them; produced by white blood cells
Assault	A violent physical or verbal attack
Bacteria	A microscopic organism of various shapes; in some cases causing disease
Blood Transfusion	The process of transferring the blood from one person into the body of another person
Body Fluids	Any fluid that the body makes, such as blood, tears, or saliva
Body Odor	The smell that occurs when bacteria mixes with sweat and oil on the skin
Fungi	Spore-producing organisms which feed on organic matter; such as mushrooms, yeast or mold; and can cause conditions such as ring worm or athlete's foot
HIV	Abbreviation for “human immunodeficiency virus,” a virus that causes AIDS by infecting and destroying T cells in the immune system
Hormones	Chemical produced in the body that control and regulate certain body functions and the activity of certain cells or organs
Hygiene	Cleanliness habits that promote good health and prevent illness
Hypodermic Needle	A hollow needle used with a syringe to inject a substance under the skin or to extract fluids from the body
Immune System	The parts of the body that work together to protect against and detect the presence of germs and other disease-causing microorganisms; includes white blood cells and antibodies
Infection	An invasion of the body by germs or disease
Ingrown Nail	The corner or side of a toenail grows into the skin; causes pain, redness, swelling and, sometimes, an infection
Lice	Tiny bugs that live at the base of the hair and feed off blood from the scalp
Microorganism	Tiny things that can only be seen with a microscope; bacterium, virus or fungi
Pneumonia	Infection of the lungs and alveoli in which extra mucus and/or pus become trapped in the lungs
Puberty	The time during which the body develops and matures; the period in which the reproductive organs mature and become capable of reproduction
Transmit	To pass on or spread (as in a disease)
Virus	A microscopic organism that reproduce only in living cells and is disease producing
White Blood Cells	A colorless cell that circulates in the blood and helps protect the body from foreign substances, infections and disease

### Quarter 4

Word	Definition
Addicted	To crave or be dependant upon a habit-forming substance, such as a drug
Alcoholic	A person who is addicted to, or dependant on, alcohol



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Depressant	A drugs that slow down body functions and mental activity
Drug	A chemical substance that causes a change in the brain or body and may be addictive
Emphysema	A disease in which air sacs of the lungs are damaged, causing breathlessness; often caused by smoking cigarettes
Endurance	The amount of time a person is able to exercise
Flexibility	The ability to stretch and bend easily
Goal	The object of a person's ambition or effort; an aim or desired result
Good Decision	A decision that is well thought out and that takes into account what will happen in the future and the health and safety consequences
Hallucinate	To experience a seemingly real perception of something not actually present, caused by a drug or mental disorder
Hallucinogen	A drugs that induces a false or distorted sense of reality; causes hallucinations
Heart Attack	A sudden stoppage of the blood flow to the heart that can cause damage to the heart muscle or heart failure
Hormones	Chemicals that control certain body functions
Long-Term Goal	A future goal that requires time and planning; a goal that could take several years to accomplish
Osteoporosis	A medical condition in which the bones become brittle and fragile from loss of tissue, typically as a result of hormonal changes or deficiency of calcium or vitamin D; occurring most often in post-menopausal women
Peer	A person who is equal to another in age, ability, background, social status, rank or qualification
Pressure	The use of persuasion, influence, or intimidation to make someone do something
Short-Term Goal	A current goal that can be accomplished in the present time or near future
Stimulant	A drug that speeds up body functions and mental activity
Strength	The quality or state of being strong: bodily or muscular power
Stress	Mental or emotional pressure or worry that causes strain on an individual
Strong	Having bodily or muscular power